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ting local limitations upon governmental activity; (5) the principle of English law, back of which was a long course of English constitutional development, that the courts would consider an act of Parliament contrary to natural justice or reason void and pass it "into disuse."

Articles II and III, entitled respectively, "The Significance of Political Parties" (previously published in the *Atlantic Monthly*, February, 1908), and "Political parties and Popular Government" (an address before the Phi Beta Kappa Society of Indiana University in June, 1911), treat the vital part played by the party in securing popular government. The author's main thesis is that the government that runs the government is the party, and that, therefore, to control their government, the people must control their political parties.

The fourth article, "Social Compact and Constitutional Construction" (previously published in the *American Historical Review*), discusses the changing theories in political philosophy that have laid the foundations for the different theories concerning the nature of the nation.

The last article, "A Written Constitution in Some of Its Historical Aspects" (published in the *Michigan Law Review*, and in the *Proceedings of the Fiftieth Anniversary of the Constitution of Iowa*) shows that the American constitutional system took its rise in the theory of compact and of individual right and in the principle that governments should be of law and not of men. It shows how the national government is now doing many things so far in advance of the conception of the Fathers, that "we find difficulty, by processes of devious ratiocination, in reconciling them with the idea that the Constitution is a document of enumerated powers." He feels that the new national conscience must be recognized, and that if states cannot individually do their duty, their duty must be done for them by the national government. The preservation of state rights depends as ever upon the performance of state duties.

CLYDE L. KING.

University of Pennsylvania.

MONROE, PAUL. (Ed.) *Cyclopedia of Education*. Vol. IV. Pp. xiii, 740. Price, \$5.00. New York: Macmillan Company, 1913.

The present volume is more remarkable for the number and variety of its minor topics than for its leading articles. It occasions some wonder, moreover, to find that Hough has thirteen columns for *logic*, Cohen twenty-three for *philosophy* and that state systems are described at length, as if each were a peculiar type, whereas they are substantially alike in essentials; and on the other hand to find important practical topics, such as the teaching of the subjects of instruction and the various aspects of educational theory, so reduced that the accounts are superfluous to those who know a little about them, and inadequate to those who wish a fundamental treatment. While it is true that such men as Dewey illuminate every subject they touch, yet one can but regret that they are not permitted to do for education what the larger cyclopedias do for the important topics they treat.

The article on Peru fails to explain or even to mention the fact that contrary to expectation this country, in common with the whole of Latin-America south of Mexico, forbids or omits the teaching of Latin in the schools. The primary reason for this condition is the strained relations between state and church, and the opposition of the latter to secular education.

Among the articles of interest and value the following may be mentioned: "Cubberley on National Land Grants," where the information is detailed and adequate; "Washington on Negro Education," too sketchy and brief to be of greatest value; "Mathews on the Pedagogy of the New Testament," in which the analysis of the teaching of Jesus is noteworthy; "Penniman on the History of the University of Pennsylvania;" "Sies and Elliott on Pensions for Teachers," in which the futility of most efforts in this country is shown; "Mann on the Teaching of Physics," which is colored of course by the author's distinguished contributions to the subject; "Bagster-Collins on Modern Foreign Languages," showing that translation hinders the formation of the language sense; "Dewey on the Philosophy of Education." The last named article is far too brief and should have had several times its present space. Among the interesting topics it mentions, the reconstructions of modern theory of education made necessary by modern conditions are worthy of mention. These are three in number and arise in consequence of the rise and development of (1) political democracy, which makes education universal, though not uniform; (2) industrialism, which causes it to merge into vocational training; and (3) experimental science, which makes it subject to scientific treatment as to processes and results.

CHARLES DE GARMO.

Cornell University.

MONYPENNY, W. F. *Life of Benjamin Disraeli*. (2 vols). Vol. I, 1804-1837; vol. II, 1837-1846. Pp. xviii, 822. Price, \$3.00 each. New York: Macmillan Company, 1913.

It was no easy task to write a successful biography of Benjamin Disraeli. One of the most picturesque and brilliant characters in English history, a man of foibles and genius who achieved great power and exerted a lasting influence upon the history of England and continental Europe—it was such a man that Monypenny sought out to picture. It is greatly to be regretted that the author did not live to complete his task. The two volumes, which bring the biography down only to 1846, close just at the time when Disraeli's influence began to be potent.

Mr. Monypenny's volumes make fascinating reading because they draw largely upon the letters and writings of Disraeli, who had a picturesque style and whose imagination gave lively interest to everything he wrote. Mr. Monypenny's work has much of the fascination that Disraeli's own writings have. A successful biographer must be able to record with complete objectivity the character and work of the man concerning whom the bibliography is written. Such ability is seldom possessed by biographical writers; but Monypenny has it in marked degree; and in consequence, his life of Disraeli